

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

**Dubai International
private School - BR**

11 YEARS OF INSPECTIONS

Good

Curriculum
US



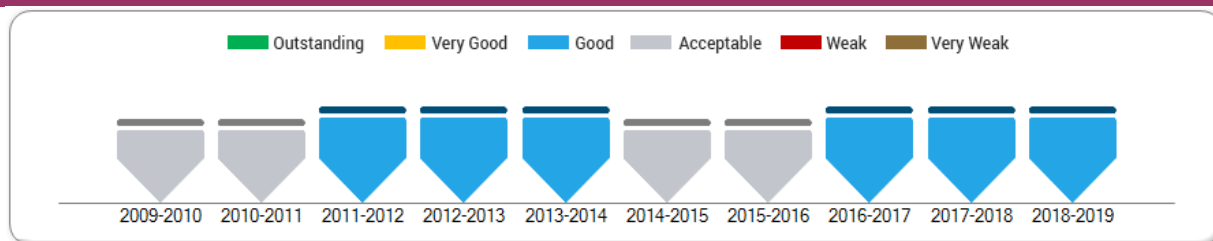
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The View of parents and senior students	21

School Information

General Information	Location	Al Quoz
	Opening year of School	1998
	Website	www.dis.sch.ae
	Telephone	00971-4-3385530
	Principal	Dr. Akram Zayour
	Principal - Date appointed	10/2/2000
	Language of Instruction	English
	Inspection Dates:	11 to 14 February 2019
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2106
	Number of Emirati students	1357
	Number of students of determination	68
	Largest nationality group of students	Emirati
Teachers	Number of teachers	137
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	20
	Teacher-student ratio	1:15
	Number of guidance counsellors	2
	Teacher turnover	20%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US (California)
	External Tests and Examinations	EM-SAT, TOEFL
	Accreditation	None
	National Agenda Benchmark Tests	MAP, CAT4

School Journey for Dubai International private School - BR



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Students' attainment is acceptable or good across the school. Attainment is higher in Kindergarten (KG) and in Arabic and Islamic education, particularly in the secondary phases. In high school, the performance of girls is stronger than that of boys. Learning skills are good in KG and middle school, where students are most consistently engaged. Inquiry and research are underdeveloped in all phases.
- Students across the school are generally positive, respectful and responsible. Incidents of bullying are rare. In all phases, students are aware of the importance of a healthy lifestyle and are making informed decisions about their diet. They have a strong understanding of Islamic values and an awareness of Emirati and world cultures. They participate in a range of voluntary activities.

Provision for learners

- The quality of teaching varies throughout the school. A significant minority of teachers use a variety of activities designed to make students think for themselves. Too many lessons, however, are too teacher-centered, with a narrow range of activities that do not extend students sufficiently. The new assessment policy is well designed, but there has not been sufficient time for it to have had an impact on teaching.
- The curriculum is based on the Common Core State Standard for California, which provides an appropriate balance of content and skills-based learning. It is enhanced by a variety of clubs and after-school activities across all phases. The curriculum is effectively adapted to meet the specific needs of students of determination. Additional challenge is rarely added to extend the more able students.
- The school provides a safe and healthy environment for children to learn. Teachers and support staff deal with students' concerns well, and ensure that students are protected from bullying. Students are taught about the importance of a healthy lifestyle. They are encouraged to eat well and to exercise regularly. They receive good career guidance and advice on university options.

Leadership and management

- Senior leaders set a positive atmosphere in the school, but have not had a consistent impact in raising standards. The leadership structure has been extended, and some teachers who have a direct experience of American education have been appointed. Parents are engaged and well-informed about their children's learning. The governance structure does not include parents and does not hold senior leaders sufficiently to account.

What the School does Best:

- The partnership with parents
- Students' awareness of Islamic values and Emirati culture
- The high level of care and support which develops self-confident learners in KG

Key Recommendations:

- Governors should:
 - complete the proposed restructuring of the board of trustees so that it represents all stakeholders
 - hold senior leaders fully to account for the performance of the school.
- Develop a culture of accountability so that all staff are expected to make significant improvements in teaching, learning skills and achievement.
- Leaders and teachers should use the new assessment system to maximize its impact on learning.
- Implement best practices in teaching consistently across the school, by ensuring that:
 - teachers address all aspects of the curriculum standards, including those relating to inquiry, research, investigation and critical thinking
 - all classrooms provide high quality learning environments
 - students are always actively engaged in purposeful learning activities
 - professional development is reorganized to maximize its impact on classroom learning
 - all teachers develop students' use of language, particularly in promoting reading and in using subject terminology accurately.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Acceptable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Good ↑	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good ↑	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable ↓	Good	Acceptable ↓
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Good	Good
 Science	Attainment	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Good	Good	Good	Acceptable ↓
		KG	Elementary	Middle	High
Learning skills		Good	Acceptable	Good	Acceptable ↓

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good ↓
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Good	Good	Good ↓

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Good	Acceptable ↓
Assessment	Good	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Very good	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Weak ↓
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the N.A.P. targets :

Registration requirements

The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

is approaching expectations.

- The progression judgement for PISA results gives a rating of weak for mathematics, science and reading. TIMSS progression is judged acceptable at both Grade 4 and Grade 8 in mathematics and in science. Progression in the N.A.P. testing is graded as weak in language usage and reading, weak in mathematics and weak in science. Attainment in relation to potential, as measured by cognitive ability tests (CAT4), is acceptable for English, and good for both mathematics and science.

Impact of Leadership

is approaching expectations.

- National Agenda improvement plans are not monitored to evaluate their effectiveness. Leaders analyze N.A.P. assessment data, but do not effectively use the analysis to validate internal data. Analyses of data are generally used to inform modifications to learning, teaching and the curriculum. Most leaders promote teachers' use of assessment data and information on students' cognitive development to meet individual learning needs.

Impact of Learning

is approaching expectations.

- Students select relevant information and organize it coherently. They use a range of techniques to generate ideas, but may need some teacher direction to implement them. With some direction, students carry out simple independent inquiry and research, usually at home, due to the limited availability and use of technology in the school.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For development:

- Ensure that all teachers know, understand, and use assessment information to personalize learning, and provide the appropriate challenge and support so that all students achieve their potential.
- Better equip students to evaluate data, evidence and arguments, so as to identify trends more accurately, make predictions and generate testable hypotheses.

Reading Across the Curriculum

- The school has implemented standardized assessments to support and evaluate attainment in reading. Information from external assessment data is not yet used to raise outcomes in reading systematically.
- Students' understanding and use of reading strategies to improve their access to texts are limited. The use of critical reading strategies is not well developed.
- The school's library program is limited to Arabic and English reading lessons. Library use is not integrated across the curriculum, nor systematically planned to develop life-long readers.
- Leaders are committed to improving reading skills, but have not developed a whole-school program for reading across the curriculum.

For development:

- Enhance and extend the school's library program so that it promotes the UAE National Priority for reading.
- Systematically develop reading skills across all areas of the curriculum.

UAE Social Studies

- In the better lessons, the curriculum reflects appropriate adaptations to meet the needs of different groups of students. Resources are not always interesting or engaging.
- Learners sometimes make connections between the content of social studies and their personal experiences. They are able to work independently and in small groups. They use technology to conduct research.
- In lessons and in recent work, most students attain levels that are in line with the curriculum standards of UAE social studies.
- Most students make the expected progress in relation to individual starting points and the UAE social studies curriculum standards.

The school's implementation of the UAE social studies program is approaching expectations.

Innovation

- Students make some use of electronic devices. Critical thinking skills are developing in KG, but not consistently in other phases. Students have few opportunities to be innovative in lessons.
- Students in high school take part in projects such as Injaz, which enhance their innovation skills. Students in other phases have fewer opportunities.
- Professional development courses provide information about some opportunities for innovation, but they are not consistently applied. Teachers are beginning to use learning technologies to encourage more creative learning.
- Very effective curriculum adaptations support local culture, particularly in KG, where parents contribute well. There are few other adaptations to develop innovation or enterprise.
- Senior leaders have a systematic approach to planning and produce detailed paperwork, which does not always provide teachers with the inspiration or freedom to innovate.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Good	Good
Progress	Not applicable	Acceptable	Good	Good

- In elementary school, students can only recall the pillars of Islam with help from teachers, and they often overlook some elements. In middle school, students are able to distinguish between the compulsory and optional Zakat. In high school, students have a good knowledge about Tafseer.
- Students throughout the grades, and especially in higher sections, always try to back up their ideas and statements by either a verse of the Holy Qur'an or a Hadeeth of the Prophet (PBUH). However, in all grades, students' Tajweed skills are underdeveloped.
- Teachers have introduced Al Nourania rules in primary. These rules help students to pronounce letters correctly when reading the Holy Qur'an, as most students make mistakes related to the movement of the letter.

For development:

- Raise students' attainment in the elementary school by developing teachers' use of assessment information to inform planning, and by broadening the range of strategies used to engage and motivate students.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Good
Progress	Not applicable	Good ↑	Good	Good

- Students' levels of knowledge and skills in the elementary and middle phases are in line with the Arabic curriculum. In the high school, attainment for the majority is above the Ministry of Education (MoE) standards. Progress is above expectations in all phases.
- Elementary students make significant improvements in dictation and creative writing. In middle school, they improve their reading comprehensions skills steadily, and in high school they have strong debating and independent writing skills. In Grade 5 and above, girls demonstrate better skills than boys.
- Listening is secure. Students in all phases use appropriate reading strategies. As a result, they develop rich vocabulary quickly. Writing is becoming well structured. Speaking is improving at a slower rate. In general, research and reference skills are limited.

For development:

- Ensure that teachers use assessment information more consistently to ensure effective differentiation.
- Provide more opportunities for speaking, especially in middle school.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good ↑	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- A majority of students in middle school are now attaining levels that are above MoE standards. Students in elementary and middle schools demonstrate secure listening, reading comprehension, and speaking skills, with better than expected progress in both phases.
- Due to high expectations, beginners in both phases develop their listening and reading comprehension skills rapidly. The more experienced learners show confidence and improvement in their ability to speak and in their independent writing, and use a broader than expected vocabulary.
- The extra time allocated for Arabic lessons on a daily basis has a positive impact on students' application of language skills in unfamiliar contexts. Students make better than expected progress in forming sentences, and they are confident in engaging in meaningful independent conversations.

For development:

- Review and develop the curriculum, carefully considering the different starting points for different students, with a particular focus on speaking and writing.

English

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable ↓
Progress	Good	Acceptable ↓	Good	Acceptable ↓

- Internal assessments evaluate attainment at a higher level than the results of external benchmark tests and work seen in lessons and students' books. Attainment of girls is generally higher than that of boys. Children's good progress in early language skills is not built upon in the elementary school.
- Students' speaking and listening skills develop most rapidly, particularly those of girls. A lack of motivation and over-reliance on the direction of teachers slows the progress of boys in the high school. Writing is the least developed of the language skills.
- An inconsistent level of challenge is impeding more rapid progress and higher attainment. Because assessments of students' work are far too generous, gaps in students' learning are not being identified and errors in writing are not being corrected.

For development:

- Ensure greater consistency in the quality of teaching in the elementary school and improve progression in learning from KG to Grade 1.
- Increase the level of challenge presented to students, particularly to boys in the high school, and ensure that all assessments are accurate and that feedback to students gives clear guidance on how to improve their work.

Mathematics

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
Progress	Good	Acceptable	Good	Good

- Students across all phases generally continue to attain in line with curriculum standards. Those students entered for external benchmark assessments achieve weak results, in contrast with performances in internal non-validated school-based tests, which are graded as very positive.
- High school students can execute clearly described procedures. They can interpret and use representations based on different information sources, and reason directly from them. Students in middle school can solve problems involving decimals, fractions, proportions and percentages, and understand simple algebraic relationships.
- Students in the elementary school are hampered by inconsistent acquisition of the skills of analysis and problem-solving. Students across the school do not receive clear feedback on their work to enable them to optimize achievement and fulfil their potential.

For development:

- Provide all students with focused feedback, particularly concentrating on students identified as not meeting their CAT4 projections or MAP growth targets, with intervention plans to remedy deficits.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓
Progress	Good	Good	Good	Acceptable ↓

- Children demonstrate good progress in KG, where they develop an inquiry approach to science through the use of real-life contexts. In upper phases, attainment levels are only acceptable, reflecting the results from external testing and low expectations of teachers.
- The majority of students makes better than expected progress, except in the high school, where it is slower because of the variability in the quality of teaching. Scientific literacy is hindered because insufficient emphasis is given to developing key vocabulary. The expectations for research, inquiry, problem solving and critical thinking of the Next Generation Science Standards are not being met consistently.
- Scientific skills are underdeveloped due to the lack of a strategic investigative science program to promote the scientific method. Students respond positively and become eager learners when provided with opportunities for practical enquiry.

For development:

- Enhance the development of scientific investigation skills through an inquiry-based approach that ensures application to real life scenarios.
- Accurately interpret the curriculum standards to deliver the high level of challenge required in all lessons and tests.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Good	Acceptable ↓

- Most children in KG and the middle school students are enthusiastic learners, capable of working without close teacher supervision. These features of learning are less often seen in the elementary school and in the boys' section of the high school.
- Children in KG learn to work in pairs and small groups, and begin to make connections between different areas of learning. In other grades, students have fewer opportunities to learn by working constructively in small groups.
- There are examples of the development of critical thinking and problem-solving skills in a few lessons. However, the advancement of these skills is underdeveloped. Students' use of technology to support learning is inconsistent.

For development:

- Provide more opportunities for students to develop their critical thinking and problem-solving skills, and to use technology to enhance learning.
- Develop boys' capacity for taking responsibility for learning, and ensure that they are all fully engaged in lessons, particularly in the high school.

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good ↓

- Students across the school demonstrate a strong sense of personal responsibility. In KG, children are respectful and display sensitivity to the needs of others, including students of determination. Bullying is rare. Students report that they feel safe in the school and in the playgrounds.
- Across all phases, the behavior of students is positive and respectful. The majority of students in the upper phases behave in a mature way, exercise control and generally follow school rules. Consequently, the school is a secure and harmonious learning environment.
- Active lifestyles are well embedded in the daily life of the school. Students are fully involved in physical education classes and follow the school's advice on healthy food choices. Levels of school attendance are high. Punctuality on arriving at school and for lessons is improving.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good

- Students show a strong understanding of Islamic values and an awareness of Emirati and world cultures. In KG, children can explain and demonstrate what it means to be caring, how to share their belongings and why they are kind to others.
- Students understand and appreciate the impact that Islamic values have on life in the UAE, and its approach to diversity. They explicitly show their pleasure at living in a multi-cultural society in harmony, regardless of religion and nationality.
- Students demonstrate a strong understanding, awareness and appreciation of their own and other cultures, for example through their participation in the annual International Day to promote cultural diversity.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Good	Good	Good ↓

- Generally, students are aware of their responsibilities in school and in the surrounding area. This is particularly well developed in KG.
- Students have many opportunities to interact with the wider community through clubs and projects, supported and encouraged by the school. They are aware of the importance of contributing to different local initiatives.
- Throughout the school, students take on leadership responsibilities in order to encourage well-being. They take part in enterprise and entrepreneurship learning initiatives, where they often raise funds through bake sales to help needy people.

For development:

- Ensure that students' work ethic is consistently high in all sections.
- Provide further opportunities for students to innovate and develop their enterprise and entrepreneurship skills.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Good	Acceptable ↓

- In KG, most teachers conduct purposeful lessons. In other phases, the quality of teaching is variable, although it is more consistently effective in the middle school. In good lessons, teachers consistently apply their knowledge of how students learn, with mostly good outcomes.
- Teachers are beginning to use internal and external assessment data to inform lesson planning, but they do not always meet the different needs of all students. Questioning covers factual recall well, but lessons do not sufficiently extend critical thinking or problem-solving.
- Departmental initiatives to increase the use of student-centered teaching strategies are being applied well by a minority of teachers. However, a significant proportion of lessons are teacher directed and do not enable students to learn independently or in collaboration with others.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- In KG, there are consistent and systematic processes in place to assess children's achievement. These are directly linked to curriculum standards and involve multiple strategies, ensuring reliability of the data for all subject areas.
- A comprehensive assessment policy, which is applicable to all subject areas and phases, has been produced. School leaders are trying to ensure that data are increasingly reliable. Internal and external assessment information is gradually becoming more aligned, although a significant gap remains.
- Personalization of learning, effective use of rubrics, and feedback to students are not sufficiently established. School leaders are considering how best to use CAT4 and MAP to validate rates of progress accurately, and to ensure that all students' performance meets or exceeds their potential.

For development:

- Ensure that monitoring of the quality of teaching is carried out by experienced practitioners in the American curriculum in order to promote and model very good and outstanding practice.
- Ensure the close alignment of external and internal data by improving the reliability of internal, standards-based teacher assessment.
- Develop the effective use of rubrics, and improve the quality of assessment dialogue between students and their teachers, including peer- and self-assessment.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum provides an appropriate balance of content and skills-based learning. The learning objectives are based on curriculum standards and allow comprehensive coverage in all subjects.
- The curriculum is enhanced by an appropriate range of subjects and a variety of clubs across all phases. In the high school, a wide variety of electives is offered to meet students' interests and to prepare them for life after school.
- Continuous review of the curriculum has led to better planning to meet the needs of all groups of students, especially those who need more support and challenge. There are now better transitions from one grade level to the next in all phases.
- Moral education is taught in all phases and follows the MoE curriculum. Time allocation is appropriate. The curriculum is enriched through assemblies, field trips and guest speakers.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is adapted to offer a range of interesting opportunities for students of all ages and abilities. It is modified to meet the specific needs of students of determination. Additional challenge is rarely added to extend more-able students.
- There are opportunities for students to become involved in projects, such as Injaz, which develop enterprise and innovation. There are fewer opportunities for innovation in class. However, there are several extra-curricular activities and community links which enhance students' academic and personal development.
- The curriculum benefits from a number of initiatives to support students' understanding of the heritage of the UAE. Assemblies across all phases, for example, effectively promote key values of Islam, such as tolerance and respect.
- Children in KG benefit from lessons in Arabic on a daily basis, which prepare them for more formal Arabic in later years.

For development:

- Ensure that all teachers adapt the curriculum to meet the different needs of students, especially in the upper phases.

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- There are effective systems for ensuring students' health and safety across the school. Teachers and support staff ensure that students feel secure and are protected from bullying in school or through social media. Staff deal effectively with students' needs and concerns.
- The school deals decisively with the few incidents which occur on school transport. The supervision of students and the medical services are all good. School facilities are safe, hygienic and secure, and there are effective procedures in place for emergency evacuation.
- The school effectively promotes safe and healthy living. The relationship between sensible eating and regular exercise, and their impact on health are well understood by students through the provision of regular seminars and discussions about healthy life- styles.

	KG	Elementary	Middle	High
Care and support	Very good	Good	Good	Good

- The school provides a caring environment. There are positive relationships between staff, students and their families. The school successfully promotes high levels of attendance and is taking steps to improve punctuality in the morning, so that fewer students miss morning assemblies and student-led celebrations.
- There are appropriate systems to identify students of determination, including early intervention, but the identification of, and support for students with gifts and talents, is inconsistent. A program for these students is available in Arabic education.
- Students benefit from counseling programs designed to promote their social and emotional development. Senior students receive good career guidance and advice on university options.

For development:

- Ensure that students with gifts and talents are clearly identified, and that there are opportunities embedded in the curriculum to meet their needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school has a governor for inclusive education. The inclusion champion works with the learning support team to develop a shared vision of inclusion across all phases. Some resources are in place, but there are no learning assistants to provide specific additional support.
- Appropriate identification processes are in place upon entry, in the early years and in classes. They are consistently applied and in a timely manner, which ensures that the intervention plans are targeted and increasingly successful at lowering barriers to learning.
- The school is focused on educating parents about the benefits of additional support, and of the resources available to assist students of determination, once identified. Some parents are reluctant for their children to have individual education programs (IEPs) and to be included in a targeted support program.
- There is some variability in the quality of teachers' planning and teaching approaches. As a result, some students of determination find it difficult to engage in the learning process. Teachers who have a strong foundation in appropriate teaching methods are able to differentiate effectively in their lessons.
- Tracking, monitoring and assessments in all grades provide information about the progress of students of determination. However, this information is not shared with teachers to inform their planning.

For development:

- Ensure that there are sufficient resources and adults to provide the necessary support to enable students of determination to engage in learning and make consistently good or better progress.
- Individualize the targets and modifications in the IEPs for each student.
- Increase the opportunities to inform parents of the resources, support and services available if their children are identified as students of determination.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Weak ↓
Management, staffing, facilities and resources	Good

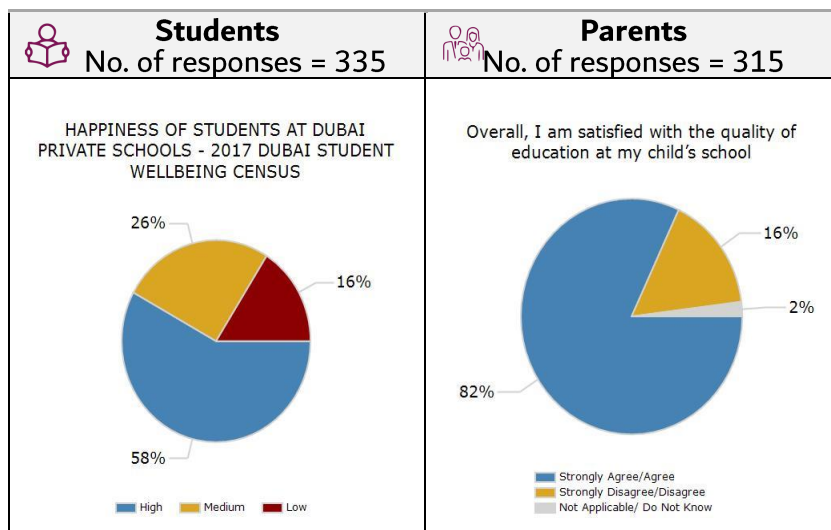
- The school is gradually adopting elements of best American practice, whilst maintaining its traditional characteristics. Since the last inspection, the school has expanded the leadership structure and hired several new leaders who have direct experience of current American education. These leaders are having a positive effect on student outcomes. Relationships are warm and positive throughout the school. However, teachers are not consistently held accountable for students' performance.
- The self-evaluation process involves many members of staff. It does not entail the use of evidence and data sufficiently or critically and, therefore, has not accurately identified areas of low performance. Teachers are regularly monitored, and each section and each department has an action plan, but they focus on too many priorities and there are no clear success criteria to evaluate their effectiveness. The performance of the school has remained similar overall in recent years.
- Parents are engaged and well informed about their children's learning. The mothers' council makes highly positive contributions to school life. Parents and the community are involved in developing a heritage museum and in celebrating national events that contribute to students' strong appreciation of Emirati culture. Parents are regularly informed about their children's progress, but many insist on over-inflated grades, which hampers the school in developing accurate assessments.
- There are two governance groups, the board of directors which represents shareholders, and the board of trustees which has several committees largely composed of staff. This structure does not represent parents or the community sufficiently. Governance lacks the expertise of best American practice to hold senior leaders to account for students' levels of attainment.
- The school operates efficiently. Maintenance staff are well organized. School procedures and routines are effective. The school is appropriately staffed, and most teachers are suitably qualified. The impact of the school's extensive professional development program, and the extent to which it matches the school's priorities, have not been evaluated. The science facilities are unsuitable for the mandated investigative science program.

For development:

- Ensure that the governance structure represents all stakeholders, has sufficient expertise and holds senior leaders fully to account.
- Provide middle leaders with the authority to hold teachers responsible for consistently using the best teaching methods and for the performance of their students.
- Identify a small number of key priorities, with measurable success criteria, that can provide senior leaders with a common focus for improvement planning across sections and departments.
- Ensure that school leaders have direct experience of contemporary American education.

The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Most students report that they are happy in school. They comment positively on the school's introduction of tests in the morning which, they say, motivates them to arrive in school on time. Students express satisfaction with the range of extra-curricular activities and respect the school's discipline policy.
 Parents	Overall, parents express satisfaction with the quality of education and agree that the school is safe, caring and inclusive. Parents mention that they are regularly involved in school activities. They believe that communication between home and school is regular, open and transparent. They praise the school for its promptness in dealing with incidents. The inspection findings generally support the views of parents who responded.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae